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ABSTRACT

A detailed model syllabus is presented for a general introduction to literacy studies from linguistic and sociocultural perspectives. Topics included the relationship between oral and written language, acquisition of literacy, biliteracy, the relationship between literacy and socioeconomic/sociopolitical factors, and the impact of societal expectations on literacy. The course was cross-listed with the Departments of Educational Psychology and Linguistics. Texts used in the course and reading assignments by topic are listed, and an extensive, selective bibliography is included. (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

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A Model Syllabus for LITERACY AND LINGUISTICS (ED P 578/LING 575) with a Selected Bibliogrpahy

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ED 384 275

Course Description: A general introduction to the field of literacy studies from linguistic and sociocultural perspectives. Among the major topics presented are the relationships between oral and written language; the acquisition of literacy; biliteracy; the relationship between literacy and socioeconomic/sociopolitical factors; and the impact of societal expectations on literacy. Pedagogical implications of these issues are explored. (This course is cross-listed in the Departments of Educational Psychology and Linguistics.)

Texts: The majority of the required and student-selected readings will be drawn from the following texts. There will be some required supplementary readings beyond those in these texts (See the "Major Units" section for specific assessments.)

Required:

Crandall, J., & Peyton, J. K. (Eds.) (1993). *Approaches to adult ESL literacy instruction*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Kintgen, E.R., Kroll, B.M., & Rose, M. (Eds.)(1988). *Perspectives on literacy*. Carbondale, IL: Southern Illinois University Press.

McKay, S.L. (1993). *Agendas for second language literacy*. Cambridge: Cambridge University Press.

Spener, D. (Ed.) (1994). *Adult biliteracy in the United States. Language in education.* Washington, DC & McHerny, IL: Center for Applied Linguistics and Delta Systems.

Wiley T.G. (in press), *Literacy and language diversity in the U.S.* Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Focused Reading Selections (choose *ONE* of the following):

Auerbach, E. R. (1992b). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington DC & McHenry, IL: Center for Applied Linguistics and Delta Systems. (This is a practical guide for those interested in promoting participatory literacy for social change).

Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education.* London: Falmer Press. (Recommended for students specializing in K-12 practice).

Street, B.V. (Ed.) (1993). *Cross-cultural approaches to literacy*. Cambridge: Cambridge University Press. (Recommended for students interested in ethnographic approaches to the study of literacy).

Weinstein-Shr, G. (Ed.) (1993). *TESOL Quarterly, vol. 27*(no. 3). (Recommended for students specializing in adult ESL literacy).

Wrigley, H. Spruck, & Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (This work provides a practical practitioner overview for adult ESL/literacy instructors).

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COURSE GOALS

Students completing this course should be able to demonstrate knowledge of:

* issues in defining and measuring literacy/biliteracy;
* major theoretical and practical issues regarding literacy/biliteracy;
* issues regarding the purported cognitive and social consequences of literacy/illiteracy;
* social and cultural functions of literacy/biliteracy;
* sociocultural factors related to the acquisition of literacy/biliteracy;
* socioeconomic, sociopolitical, and historical issues related to literacy/biliteracy;
* relationships and differences between oral and written language;
* theoretical issues regarding the relationships between L1 literacy and the development of L2 literacy and biliteracy;
* contemporary instructional models and approaches to the promotion of literacy/biliteracy (K-12 or adult as appropriate),

Students should also demonstrate the ability to:

* maintain a critical stance toward the subject matter and their own positions,
* formulate and defend their theoretical orientations and operational definitions of, and instructional approaches, for promoting literacy/biliteracy.

GRADING

Grades will be based on a **combination** of ***quality*** and ***quantity*** of work completed. Grades will be based on the following types of assignments and activities (specific weights of these assignments and activities to be announced).

Essay Exams. Essay exams will be based on selected required readings. Study guides will be provided in advance..

Reading Discussion/Reports: Each student will review (in writing) and briefly report on *TWO* reading selections (e.g., an article or book chapter from the recommended readings, articles not assigned in required texts, or from the selected bibliography) and will provide (1) a synopsis of the selections, (2) an indication of their implications and linkage to related literature, and (3) a brief evaluation of the selections (establish criteria for the evaluation). Students provide handouts for the class (approximately 3-4 pages in length, single-spaced, typed; additional guidelines TBA).

Focused Reading Reviews. Students will submit a written review and a brief oral report on *ONE* of the *choice* readings. The oral component may be done as part of a team presentation (specific guidelines TBA.).

Literacy Report. Student will report orally and in writing on one of the following (1) a visit to a literacy program, or (2) a presentation at TESOL, CATESOL, CABE, NABE, AAAL, IRA, AERA, or related conferences (specific guidelines TBA).

Semester Project: Students attempting to receive a grade of **"A"** must submit (in writing and briefly report on) a critical literature review of an issue or question related to course themes or undertake an analysis of a literacy policy. Topics should be negotiated with the instructor. Papers will: (1) identify a problem, question, or issue related to a course theme; (2) explain of the relevance/importance of the literature being reviewed (3) review the relevant literature (specific guidelines TBA.)

MAJOR TOPICS

1. Introduction and Common Myths / Stereotypes about Literacy and Language Diversity

Introduction and Overview of Readings and Assignments.

Readings:

McKay (1993): The plurality of literacies, in *Agendas for second language literacy*.

Scribner, S. (1988). Literacy in three metaphors. (pp. 71-81). In E.R. Kintgen, B.M. Kroll, & M. Rose. *Perspectives on literacy* (Ch. 1).

Wiley (in press). Common myths and stereotypes about literacy and language diversity. In *Literacy and language diversity in the United States* (Ch. 2).

2. Theoretical Orientations and Schisms

Readings:

Goody, J. & I. Watt (1988). The Consequences of literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch.. 1).

Ong, W.J. (1988). Some psychodynamics of orality. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch.. 1).

Scribner, S. & Cole, M. (1988). Unpacking literacy. In E.R. Kintgen, B.M. Kroll, & M. Rose, *Perspectives on literacy* (pp. 57-70). Carbondale, IL: Southern Illinois University Press.

Gee (1994). Orality and Literacy: From the savage mind to ways with words. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 168-192).

Street (1993). Introduction: The new literacy studies. In B. Street (Ed.). *Cross-cultural approaches to literacy*.

Wiley (in press). Literacy and the great-divide: Cognitive or social? In *Literacy and language diversity in the United States* (Ch. 3).

Recommended:

Gee, J.P. (1988). Literacy from Plato to Freire. In J.P. Gee, *Social linguistics and literacy: Ideology in discourse* (Ch. 2).

Gough, K. (1988). Implications of literacy in traditional China and India. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 3).

Graff, H.J. (1988). The legacies of literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 5).

Havelock, E.A. (1988). The coming of literate communication to Western culture. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 8).

Hornberger, N.H. (1989). Continua of biliteracy. *Review of Educational Research, 59*(3), 271-296.

3. Historical and Contemporary Sociopolitical Views of Literacy Development

Readings:

Resneck, D.P., & Resneck, L.B. (1988). The nature of literacy: An historical exploration. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 12).

Castell, S. & Luke, A. (1988). Defining 'literacy' in North American schools: Social and historical consequences. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 10).

Huebner, T. (1987). A Socio-historical approach to literacy development: A comparative case study from the Pacific. In J.A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 179-196).

Kastle, C.F. (1988). The history of literacy and the history of readers. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 7).

Mckay (1993): Sociopolitical agendas for second language literacy, in *Agendas for second language literacy* (Ch. 2).

Recommended:

Donald, J. (1991). How illiteracy became a problem (and literacy stopped being one). In C. Mitchell and K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 211-227).

Leibowitz, A.H. (1969). English literacy: Legal sanction for discrimination. *Notre Dame Lawyer, 45*(1), 7-66.

Cook, W.D. (1977). *Adult literacy education in the United States.*

Shannon, P. (1989). *Broken promises: Reading instruction in twentieth-century America.* South Hadley, MA: Bergin & Garvey.

Shannon, P. (1990). *The struggle to continue.* Portsmouth, NH: Heinemann.

4. The Ethnography of Literacy and Socialization for School-Based Literacy Practices

Readings:

Szwed, J.F. (1988). The ethnography of literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 20).

Schieffelin, B., & Cochran-Smith, M. (1984). Learning to read culturally: Literacy before schooling. In H. Goelman, A.A. Oberg, & F. Smith (Eds.), *Awakening to literacy* (pp. 3-23).

Heath, S.B. (1988). Protean shapes in literacy events: Ever-shifting oral and literate traditions. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 23).

Goodman, Y. (1988). The development of initial literacy. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 21).

Erickson, F. (1988). School literacy, reasoning, and civility: An anthropologist's perspective. In E.R. Kintgen *et al.* (Eds.), *Perspectives on literacy* (Ch. 13).

Strenberg, R.J. (1987). Second game: A school's-eye view of intelligence. In J.A. Langer (Ed.), *Language, literacy, and culture.*

Wiley (in press). Literacy and language diversity in socio-cultural context, in *Literacy and language diversity in the United States* (Ch. 7).

Recommended:

Edelsky, C. (1986). *Writing in a bilingual program: Habia una vez.* Ablex.

Goodman, Y. (1991). Informal methods of evaluation. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 502-509). New York: MacMillan.

Trueba, H.T. (1988). English literacy acquisition: From cultural trauma to learning disabilities. *Linguistics and Education, 2*(1), 125-152.

5. Family Literacy and Language Diversity

Mckay (1993): Chapter 4: Family agendas for second language literacy, in *Agendas for second language literacy* (Ch. 4).

Farr, C. (1994). Biliteracy in the home: Practices among Mexicano families in Chicago. Spener (1994). Introduction. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 89-110).

Weinstein-Shr. Literacy and second language learning: A family agenda. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 111-112).

Recommended:

Taylor (1994). Family literacy: Conservation and change in the transmission of literacy styles and values. In J. Maybin (Ed.), Language and literacy in social practice (pp. 58-72).

Heath (1994). What no bedtime story means. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 73-95).

Holt, D. (1994). *Assessing success in family literacy projects: Alternative approaches to assessment and evaluation*. Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Taylor, D. (1991b). Family literacy: Text as context. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 457-469).

Taylor, D. (1988). *Growing up literate: Learning from inner-city families.* Portsmouth, NH: Heinemann.

Weinstein-Shr, G. (Ed.). (1995). *Immigrant learners and their families: Literacy to connect the generations.* Washington, DC & McHenry, IL: Center for Applied Linguistics and Delta Systems.

Wiley, T.G., & Sikula, J. (1992). Families, schools, literacy and diversity. In L. Kaplan & A. Brown (Eds.), *Education and the family* (pp. 69-85).

Take-home Essay Exam # 1 (covers topics 1-5)

6. Multilingualism, Language Variation in English, and Literacy Planning

Ramirez (1994). Sociolinguistic considerations in biliteracy planning. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 47-70).

Wolfram (1994). Bidialectal literacy in the United States. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 71-88).

Williams, S.W. (1991). Classroom use of African American language: Educational tool or social weapon? In C.E. Sleeter (Ed.) *Empowerment through multicultural education* (pp. 199-215).
Wiley (in press). Language diversity and the ascription of status. *Literacy and language diversity in the United States* (Ch. 6).

Recommended:

Roy, J.D. (1987). The linguistic and sociolinguistic position of Black English and the issue of bidialectism in education. In P. Homel, *et al.* (Eds.), *Childhood bilingualism: Aspects of linguistic cognitive, and social development* (pp. 231-242).
Smith, E. A. (1993). The black child in the schools: Ebonics and its implications for the transformation of American education. In Antonia Darder (Ed.), *Bicultural studies in education: The struggle for educational justice* (pp. 58-76).
Saxena (1994). Literacies among the Punjabis in Southhall (Britain). In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 96-116).
Williams, J.D., & G.C. Snipper (1990). *Literacy and bilingualism.* NY: Longman.

7. National Literacy Assessments and Literacy/Biliteracy

Macías (1994). Inheriting sins while seeking absolution: Language diversity and national statistical data sets. . In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 15-45).
Wiley, T.G. (1994). Estimating Literacy in the Multilingual United States: Issues and Concerns. *ERIC Digest*. EDO-LE-93-94. Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics.
Wiley (in press): Defining and measuring literacy: Uses and abuses. In *Literacy and language diversity in the United States* (Ch. 4).

Recommended:

Macías, R.F. (May 1993). Language and ethnic classification of language minorities: Chicano and Latino students in the 1990s. *Hispanic Journal of Behavioral Sciences, 15*(2):230-257.
Mikulecky, L.J. (1990). Literacy for what purpose? In R.L. Venezky, D.A. Wagner, & D.S. Ciliberi (Eds.), *Toward defining literacy* (pp. 24-34). Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. ED 313 677)
Wiley, T.G. (1990). Literacy, biliteracy and educational achievement among the Mexican-origin population in the United States. *NABE Journal, 14* (1-3):109-127.

8. Literacy and Economic Issues

McKay (1993): Economic agendas for second language literacy, in *Agendas for second language literacy* (Ch. 3).
Spener (1994). Introduction. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 1-14).
Wiley (in press). Literacy, schooling, and the socio-economic divide. *Literacy and language diversity in the United States* (Ch. 5).

9. Issues in Adolescent and Adult Language Minority Literacy

Mckay (1993): Educational agendas for second language literacy, in *Agendas for second language literacy* (Ch. 5).

Hornberger, N.H., & Hardman, J. (1994). Literacy as cultural practice and cognitive skill: Biliteracy in an ESL class and a GED program. In D. Spener (Ed.), Adult biliteracy in the United States (pp. 147-169).

Walsh (1994). Engaging students in learning: Literacy, language, and knowledge production with Latino adolescents. In D. Spener (Ed.), *Adult biliteracy in the United States* (pp. 211-237).

Recommended:

Auerbach, E. & McGrail, L. (1991). Rosa's Challenge: Connecting classroom and community contexts. In S. Benesch (Ed.), *ESL in America* (pp. 96-111).

Auerbach, E. R., & Burges, D. (1987). The hidden curriculum of survival ESL. In I. Shor (Ed.), *Freire for the classroom* (pp. 150-169).

Crandall, J.A. (1992). Adult literacy development. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 86-104).

Freire (1994). The adult literacy process as action for freedom. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 252-263).

Rockhill (1994). Gender, language and the politics of literacy. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 233-251).

Sola & Bennett (1994). The struggle for voice: Narrative, literacy and consciousness in an East Harlem school. In J. Maybin (Ed.), *Language and literacy in social practice* (pp. 117).

Valadez, C.M. (1981). Identity, power, and writing skills: The case of the Hispanic bilingual student In Whiteman (Ed.), *Writing* (pp. 167-178).

Weinstein-Shr, G. (1993). Literacy and social process: A community in transition. In B. Street (Ed.), *Cross-cultural approaches to literacy* (pp. 272-293). Cambridge: Cambridge University Press.

Wrigley and Guth (1992). Native language literacy, Chapter 5 in *Bring literacy to life: Issues and options in adult literacy.*

10. Toward Effective Policies and Practices for Inclusion in Adult Language Minority Literacy

Mckay (1993): Agendas for second language literacy, literacy, in *Agendas for second language literacy* (Ch. 6).

Auerbach, E. (1991). Literacy and ideology. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 71-86). NY: Cambridge University Press.

Crandall, J., & Peyton, J. K. (Eds.) (1993). *Approaches to adult ESL literacy instruction.*

Wiley (in press) Chapter 9: The impact of literacy policies and practices. In *Literacy and language diversity in the United States.*

Recommended:

Chisman, Wrigley, & Ewen (1993). *ESL and the American dream.* Washington, DC: Southport Institute for Policy Analysis.

Wrigley, Chisman, & Ewen (1993). *Sparks of Excellence: Programs and promising practices in adult ESL.* A Report on an investigation of English as a second language service for adults. Washington, DC: Southport Institute for Policy Analysis.

Take-home Exam # 2 (covers topics 6-10)

FOCUSED READING SELECTIONS

CHOICE SELECTION I: Issues in K-12 Education: Whole Language and Critical Pedagogy

Edelsky, C. (1991). *With literacy and justice for all: Rethinking the social in language and education.* London: Falmer Press.

CHOICE SELECTION II: Issues in Adult ESL Literacy

Weinstein-Shr, G. (Ed.) (1993). *TESOL Quarterly, vol. 27*(no. 3). (Recommended for students specializing in adult ESL literacy).

CHOICE SELECTION III: Case Studies in the Ethnography of Literacy

Street, B.V. (Ed.) (1993). *Cross-cultural approaches to literacy.* Cambridge: Cambridge University Press. (Recommended for students interested ethnographic approaches to the study of literacy).

CHOICE SELECTION IV: Participatory Approaches in Adult ESL Literacy

Auerbach, E. R. (1992b). *Making meaning, making change: Participatory curriculum development for adult ESL literacy.* Washington DC & McHenry, IL: Center for Applied Linguistics and Delta Systems. (This is a practical guide for those interested in promoting participatory literacy for social change).

CHOICE SELECTION V: Contemporary Issues in Adult ESL Literacy

Wrigley, H. Spruck, and Guth, G.J.A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy.* San Mateo, CA: Aguirre International. (This work provides a practical practitioner overview for adult ESL/literacy instructors).

STUDENT PRESENTATIONS

1. **Focused Reading Reviews** (dates to be scheduled)
2. **Literacy Reports** (dates to be scheduled)
3. **Semester Projects** (dates to be scheduled)

Selected Bibliography

Allen, V.G. (1991). Teaching bilingual & ESL children. In Flood, J., Jensen, J.M., Lapp, D. & Squire, J.R. (Eds.). *Handbook of research on teaching the English language arts* (pp. 356-363). New York: Macmillan.

Anderson, R., & D. Pearson, P.D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 255-291). New York: Longman.

Andersson, B.V., & Barnitz, J.G. (1984). Cross-cultural schemata and reading comprehension instruction. *Journal of Reading, 28*(2), 102-108.

Andersson, T. (1975). Biliteracy, or the bilingual child's right to read. *Journal of the Linguistic Association of the Southwest, 1*(2), 54-62.

Auerbach, E. (1989). Toward a social-contextual approach to family literacy. *Harvard Educational Review, 59*(2), 165-182.

Auerbach, E. (1992a). Literacy and ideology. In W. Grabe & R.B. Kaplan (Eds.), *Annual Review of Applied Linguistics, 1991, Vol. 12* (pp. 71-86). NY: Cambridge University Press.

Auerbach, E. R. (1992b). *Making meaning, making change: Participatory curriculum development for adult ESL literacy.* McHenry, IL: Center for Applied Linguistics and Delta Systems.

Auerbach, E. & McGrail, L. (1991). Rosa's Challenge: Connecting classroom and community contexts. In S. Benesch (Ed.), *ESL in America* (pp. 96-111). Portsmouth, NH: Boynton/Cook.

Auerbach, E. R., & Burges, D. (1987). The hidden curriculum of survival ESL. In I. Shor (Ed.), *Freire for the classroom* (pp. 150-169). Portsmouth, N.H.: Boynton/Cook; Heinemann.

de Avila, E. & Duncan, S. (1981). Bilingualism and the metaset. In R. Durán (Ed.), *Latino language and communicative behavior* (pp. 337-354). NJ: Ablex, 1981,

Baker, L. & Brown, A. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 353-394). N.Y.: Longman.

Barkin, F. (1981). Establishing criteria for bilingual literacy: The case of bilingual university students. *The Bilingual Review (La revista bilingue), 8*(1), 1-13.

Barton, D. & Ivanic, R. (Eds.) (1991). *Writing in the community*. London: Sage.

Bennett, A.T. (1983). Discourses of power, the dialects of understanding, the power of literacy. *Journal of Education, 165*(1), 53-74.

de Bernard, A.E. (1985). Why Jose can't get it in class: The bilingual child and standardized reading tests. *Roeper Review, 8*(2), 80-82.

Bhatia, T.K. (1984). Literacy in monolingual societies. In R.B. Kaplan, *et al.* (Eds.) *Annual Review of Applied Linguistics, 1983* (pp. 23-38). Rowley, MA: Newbury House.

Bloom, A.H. (1981). *The linguistic shaping of thought: A study of the impact of language on thinking in China and the West.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Breland, H.M. & Durán, R.P. (1985). Assessing English composition skills in Spanish-speaking populations. *Educational and Psychological Measurement, 45*(2), 309-318.

Brodkey, L. (1991). Tropics of literacy. In C. Mitchell & K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 161-168). New York: Bergin & Garvey.

Burtoff, M. (1985). Haitian Creole literacy evaluation study. Report. Washington, DC: Center for Applied Linguistics.

Cabello, B. (1984). Cultural interference in reading comprehension: An alternative explanation. *Bilingual Review, 11*(1), 12-20.

Camitta, M. (1993). Vernacular writing: Varieties of literacy among Philadelphia high school students. In B. Street (Ed.), *Cross-cultural approaches to literacy* (pp. 228-246). Cambridge: Cambridge University Press.

Carrol, J. (1972). The case for ideographic writing. In J.F. Kavanagh, & I.G. Mattingly, (Eds.), *Language by ear and by eye: The relationships between speech and reading* (pp. 103-109). Cambridge, MA: MIT Press.

de Castell, S. & Luke, A. (1983). Defining `literacy' in North American schools: Social and historical consequences. *Journal of Curriculum Studies, 15*(4), 373-389.

de Castell, S. & Luke, A. (1986). Models of literacy in North American schools: Social and historical conditions and consequences. In S. de Castell, A. Luke, & K. Egan (Eds.), *Literacy, society, and schooling* (pp. 87-109). Cambridge: Cambridge University Press.

Chisman, F.P., Wrigley, H. Spruck, Ewen, D.T. (1993). *ESL and the American dream.* Washington, DC: Southport Institute for Policy Analysis.

Clarke, M. (1980). The short circuit hypothesis of ESL reading--Or when language competence interferes with reading performance. *Modern Language Journal, 64*(2), 203-209.

Clifford, G.J. (1984). Buch und lesen: Historical perspectives on literacy and schooling. *Review of Educational Research, 54*(4), 472-500.

Collins, J. (1991). Hegemonic practice: Literacy and standard language in public education. In C. Mitchell & K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 229-253). New York: Bergin & Garvey.

Conner, U., & McCagg, P. (1983). Cross-cultural differences and perceived quality in written paraphrases of English expository prose," *Applied Linguistic, 4*(3), 259-268

Connor, U., & Kaplan, R. (Eds.) (1987). *Writing across languages: Analysis of L2 texts.* Massachusetts: Addison-Wesley.

Cook, W.D. (1977). *Adult literacy education in the United States.* Newark, DE: International Reading Association. (ERIC Document Reproduction Service No. Ed. 138 972).

Cook-Gumperz, J. (1986). Introduction: The social construction of literacy. In J. Cook-Gumperz (Ed.), *The social construction of literacy* (pp. 1-15). Cambridge: Cambridge University Press.

Cook-Gumperz, J. (1986). Literacy and schooling: An unchanging equation? In J. Cook-Gumperz (Ed.), *The social construction of literacy* (pp. 16-45). Cambridge: Cambridge University Press.

Cook-Gumperz, J., & Keller-Cohen, D. (Eds.) 1993). *Alternative literacies: In school and beyond* [theme issue]. *Anthropology & Education Quarterly, 24*(4).

Cook-Gumperz, J. (December 1993). Dilemmas of identity: Oral and written literacies in the making of a basic writing student. *Anthropology & Education Quarterly, 24*(4), 336-356.

Coulmas, F. (Ed.) (1984). *Linguistic minorities and literacy. Trends in linguistics: Studies and monographs (No. 26)*. New York: Mouton.

Crandall, J.A. (1984). Adult literacy. In R.B. Kaplan et al. (Eds.), *Annual Review of Applied Linguistics, 1983* (pp. 162-180). Rowley, MA: Newbury House.

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